

**Lockport City School District
Kindergarten ELA
Unit 2 Animals Live Here
Aligned to the Common Core 2011-2012**

Unit 2 Title:

Rationale: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Literature

Reading for Information

Ask and answer questions about key details in a text, with prompting and support. (RI.K.1)

Identify the main topic and retell key details of a text, with prompting and support. (RI.K.2)

Ask and answer questions about unknown words in a text (RL.K.4)

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7)

Actively engage in group reading activities with purpose and understanding. (RL.K.10)

Reading Foundational Skills

Demonstrate understanding of the organization and basic features of print. (RF.K.1)

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print

Read emergent-reader texts with purpose and understanding. (RF.K.4)

Writing

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)

With guidance and support from adults, respond to questions and suggestions from peers and adults and add details to strengthen writing as needed. (W.K.5)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers (W.K.6)

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (W.K.7)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.K.11)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.K.1)

- a. print upper and lower case letters
- b. use frequently occurring nouns and verbs
- d. understand and use question words (interrogatives): who, what, when, where, why, and how
- f. produce and expand complete sentences in shared language activities

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)

- a. Capitalize the first word in a sentence and the pronoun I
- b. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Speaking and Listening

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)

Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)

Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

ESSENTIAL QUESTIONS:

- Where do we find information about animal habitats?
- Which tools can help us organize our facts?
- Which tools can help us locate and organize our facts best?
- How can we share our research in ways that will matter to others?
- When does it make sense to revise our thinking and work?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the
development of, and ask students to
perform/do?)

<ul style="list-style-type: none"> • Strategies for determining the following when reading informational text: <i>How to</i> identify main idea, supporting details, use of facts, text illustration, organization as a trait of writing. • Strategies to teach while reading literature: <i>How to</i> • Strategies for writing informative/explanatory text: <i>How to</i> create guiding questions for research, develop main idea, use supporting detail, use of facts from varied sources, engage in the research process, revise work, create text, create illustrations, note-making. • Strategies for selecting appropriate research and publication tools online. • Strategies for applying and improving use of conventions: <i>How to</i> use upper and lowercase letters appropriately, spell some simple words phonetically, sort picture facts into categories, revision in conversation, research with assistance from older peers or adults. • Strategies for demonstrating speaking, listening, and collaborative learning skills: <i>How to</i> practice active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, using drawings to share details. • Strategies for Applying Foundational 	<ul style="list-style-type: none"> • Identify, from informational text read: Main idea, supporting details, use of facts, text illustration, organization as a trait of writing. • Students will respond to literature • As writers of informative/explanatory text, create guiding questions for research, develop main idea, use supporting detail, use of facts from varied sources, engage in the research process, revise work, create text, create illustrations, note-making. • Use internet to research and publish writing. • Apply conventions: Use upper and lowercase letters appropriately, spell some simple words phonetically, sort picture facts into categories, revision in conversation, research with assistance from older peers or adults. • Demonstrate speaking, listening, and collaborative learning skills: Active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, using drawings to share details. • Foundational Reading Skills: Follow
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<p>Reading Skills: <i>How to</i> follow words left to right with guidance, recognize that spoken words are represented by text, understand that words are separated by spaces, recognize some high-frequency words by sight.</p>	<p>words left to right with guidance, recognize that spoken words are represented by text, understand that words are separated by spaces, recognize some high-frequency words by sight.</p>
<p>PHASE TWO: ASSESSMENT EVIDENCE</p>	
<p>Assessment Task:</p> <p>Unit 2 Culminating Task</p>	<p>Formative Assessment Process:</p>
<p>What will the student do or produce to demonstrate their understanding and abilities?</p>	<ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback?
<p>Students will.....</p> <ul style="list-style-type: none"> • Learners will, with teacher support, brainstorm potential questions that will then guide their research about animals and animal habitats. <u>This will be captured on their note-sheet.</u> (RI.K.1) (W.K.5) • Learners will search a variety of informational texts to gather facts about a selected animal and its habitat. They will determine what the main topic is of each text they read as well as several key details. <u>This will be captured on their note-sheet.</u> (RI.K.2) (W.K.7) • Timed Writing: Each learner will 	<p>Teacher will.....</p> <ul style="list-style-type: none"> • Lead a full class conversation about the questions we can ask while researching animals and animal habitats. • Support writers as they capture guiding questions for research on their note-sheets. • Provide access to various print and digital texts animals and animal habitats. Guide them toward the identification of main topics and key details. Support them in documenting in note-sheets. • Provide little support to writers as they complete the timed writing task. Collect. Use rubric to capture formative feedback for writers and inform instruction.

describe one animal and its habitat using a combination of words, pictures, and dictation. This piece will be collected and teachers will use rubric to assess and inform instruction and feedback. (W.K.2) (W.K.5) (L.K.1a, b), (L.K.2 a,b)

- They will use teacher feedback to revise and improve their work, which may then be used for summative assessment purposes (i.e. taken for a grade). (W.K.2) (W.K.5) (L.K.1a, b), (L.K.2 a,b)
- They will use what they have learned to draft a video-recorded puppet show that includes at least two facts about the animal they studied and its habitat. This will be done using digital tools. (RI.K.1)(RI.K.2)(W.K.2)(W.K.6)(W.K.11)
- Learners will use a criteria-specific rubric to self-assess and the note-sheet to reflect and set goals. They will revise their draft, which will be submitted to the teacher for baseline assessment purposes. (W.K.2) (W.K.5) (W.K.6) (W.K.11)
- The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their note-sheets. (W.K.5) (SL.K.3) (SL.K.6)

- Provide feedback to writers on timed writing tasks and guide revisions. Collect for summative assessment purposes, if you wish.
- Support writers as they create their puppet shows, using selected digital tools.
- Support writers as they use rubric to self-assess, reflect, and set goals. These will be captured in note-sheets.
- Support them in revisions, and collect.
- Use rubric to capture baseline assessment data and frame feedback to writers.
- Provide feedback to writers and coach them to use peer-review process. Help them capture findings from peer review in note-sheets.
- Support writers as they revise in response to feedback and publish final projects. Collect and use for summative assessment purposes, if you wish.

- Learners will revise their work in response to feedback received and publish it for an authentic audience. This may be used for summative assessment purposes. (W.K.2)(W.K.5)(W.K.11)(SL.K.4)(SL.K.5)

**PHASE THREE:
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE
LITERACY BLOCK**

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and/or language skills.	Textbook leveled readers RUBRICS CHECKLISTS ANNOTATED RECORDS
SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT	<ul style="list-style-type: none"> • Main Idea • Supporting Details • Use of Facts • Text • Illustrations • Organization as a Trait of Writing • Sequence of Events • Active Listening • Taking turns while others speak • Speaking clearly • Sharing found facts • Asking questions for clarification • Using drawings to share details • Research Process • Revision 	Individual or small group-selected text relevant to research topics RUBRICS CHECKLISTS ANNOTATED RECORDS <i>Life in an Ocean</i> by Caro I K. Lindeen <i>Armadillos Orange</i> by Jim Arnosky <i>Animal Babies in Grasslands</i> by Jennifer Schofield <i>Bear Snores On</i> by Karma Wilson <i>A Bed for the Winter</i> by Karen Wallace Optional: <i>(Whose Garden is it?</i> by Marianne Hoberman) RUBRICS CHECKLISTS ANNOTATED RECORDS